

# INTRODUCTION TO TITLE II, PART A

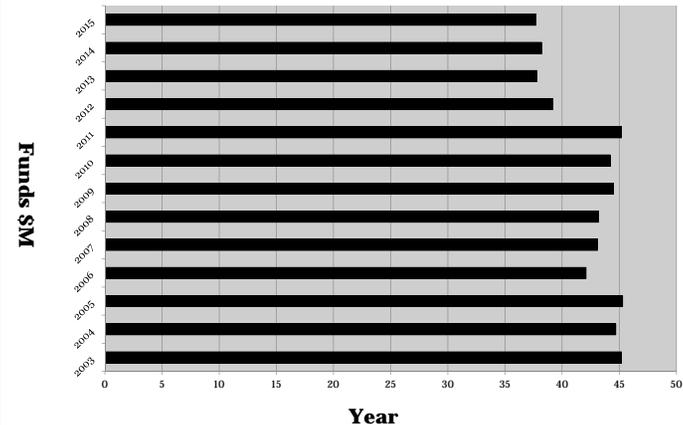
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## ESEA, TEACHER AND PRINCIPAL QUALITY FUNDS

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Wisconsin Department of Public Instruction

## Wisconsin Funding History



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**This program provides agencies with the flexibility to address challenges to teacher quality such as:**

## Purpose

- Teacher qualification and preparation
- Recruiting, hiring, and retaining HQ teachers
- Professional Development in core academic areas

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## Distribution of Funds

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U.S. Department of Education  
(5-17 years old)

WI Department of Public Instruction (65% poverty 35% enrollment)

Local School District  
(80% poverty 20% enrollment)

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## Activities

Involve collaborative groups of teachers and administrators to:

- Analyze data and develop strategies to close the achievement gaps
- Communicate results effectively with stakeholders.
- Integrate technology into instruction

## Career Path Advancement

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### Administrators

### Teachers and Paraprofessionals

Strengthen the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders

Strengthen teacher advancement initiatives to assist teachers in becoming mentor teachers, career teachers or exemplary teachers

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## Activities

Improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:

- Core content knowledge
- Classroom practices
- Address the needs of students with different learning styles
- Improve student classroom behavior

## TEACHERS AND PARAPROFESSIONALS

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### Paraprofessionals

### Teachers

- Support paraprofessionals to become certified teachers in core academic area.
- Pay the costs of teacher tests and assessments i.e. Praxis, Core, edTPA, FORT, and others.
- Provide Incentives to and release time in order to attend seminars and workshops.

- Encourage teachers to expand or add additional core academic areas certification.
- Strengthen the teacher recruitment plans.
- Support teachers under emergency permits/licenses to become highly qualified.

## CORE ACADEMIC AREA:

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- Arts, music, dance, drama/theater
- Civics and government, history, geography, and economics
- Foreign languages
- Reading and English language arts
- Mathematics
- Science: life science, physical science, earth and space science, astronomy, chemistry, and physics

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### Allowed Activities

### Recruitment

- Recruit highly qualified teachers, particularly those from underrepresented population
- Recruit highly qualified paraprofessionals from populations underrepresented

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## NON-CORE ACADEMIC AREA:

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- Agriculture
- Bookkeeping, accounting, business, cooperative education, and library science
- Health education, health occupations, and physical education
- Family and consumer sciences, technology education, marketing education, trades and industry, computer science, driver education, and journalism
- Psychology, sociology, and speech

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## Allowed Activities

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### Recruitment

### Pupil Services Personnel

*Recruit* pupil services personnel; only allowable when the district is meeting its requirements under ESEA section 1119(a)(2) (i.e. the district is 100% staffed with highly qualified teachers)

- School Counselors
- Librarians
- Social Workers
- School Psychologists
- Other qualified professional personnel involved in providing assessment, diagnosis, and counseling

Not included:  
Engineer, nurse, custodian, school safety personnel, and other non instructional personnel

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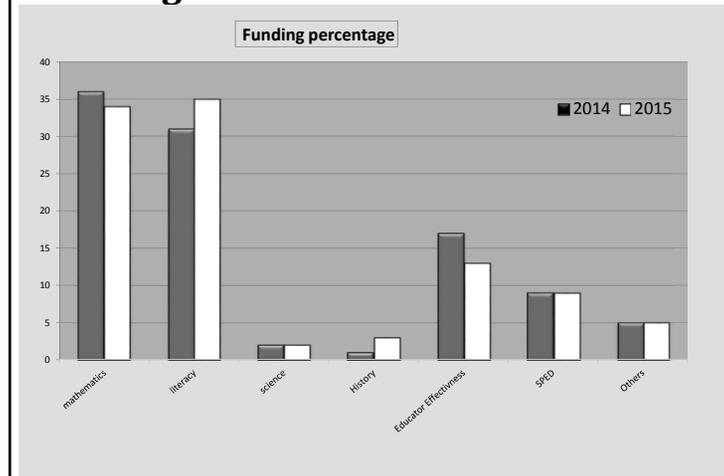
## NOT ALLOWED

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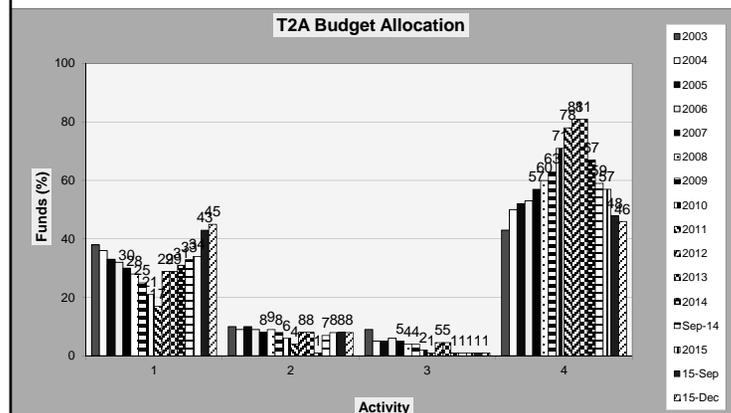
- Food purchases
- Legislation conferences
- School law or legal workshops
- Treasurer training or Encumbrance Clerk training
- Financial workshops
- School business workshops
- Gang and drug prevention
- Child abuse prevention
- CPR training
- Nurses workshops
- Drivers Ed training
- Bus Driver training
- Motivational speakers (unless focused on CORE SUBJECT areas)
- Salaries of administrators and paraprofessional

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## PD Funding



## Funding Activities



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## TO TRANSFER

- Salaries of paraprofessionals
  - Classroom furniture
  - Pupil transportation
  - Food services and supplies
  - Vehicles rental and purchase
  - Fuel cost
  - Information technology
  - Payment to municipalities
  - Student textbooks
  - Instructional software
  - Classroom supplies
- To pay the salary of:
    - Bus driver, food services provider, guidance counselor, parent liaison, psychologist, nurse, social worker, director of curriculum/director of learning if she/he does not provide professional development, library media specialist, dean of students, teachers for before/after school, tutors
  - Pupil dues and fees
  - Site rental for instruction
  - Light snacks

## NOT TO TRANSFER

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Salaries of teachers in core academic areas</li><li>• Salaries of substitute teachers in order to release the regular teacher for professional development.</li><li>• Professional development activities for Title I teachers teaching core academic areas</li><li>• Transportation for the purposes of professional development activities for both private and public school staff</li><li>• Supplies for the purpose of professional development activities in core academic areas</li></ul> | <ul style="list-style-type: none"><li>• The salary of instructional coach, literacy coach, mathematics coach, RtI coordinator, Educator Effectiveness coordinator, director of curriculum/director of learning if she/he provides professional development, school improvement facilitator, data analyst, and Reading Specialist.</li><li>• Site rental for professional development</li><li>• Software for the purpose of professional development activities in core academic areas</li></ul> |
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## PRIVATE SCHOOLS

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- ESEA requires LEAs receiving Title II to provide equitable services to students and educational personnel in private schools.
- Services are determined after meaningful consultation with all private schools in the area.
- Services must be: secular; neutral; and non-ideological.

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## NOT ALLOWED

### Title IIA Funds May Not Be Used to...

- Raise educator awareness about a state-mandated evaluation system if doing so violates the "supplement, and not supplant" guidelines.
- Purchase or pay for the development of an evaluation system-related data system to manage linking student and teacher data and to inform teachers' professional development choices.
- Purchase equipment, such as iPads, for school and district administrators to use in observing teachers.



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## PRIVATE SCHOOL PARTICIPATION

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Contact **ALL** private schools within the boundaries of the school district to:

- Determine participation and
- Invite for consultation

LEAs must maintain copies of the invitation for consultation along with the agenda for the consultation meeting.

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## PRIVATE SCHOOL CONSULTATION

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Private school services are determined by:

- Educational need
  - In consultation with the private school, the district must evaluate the needs of the school in core academic areas.
  - Needs assessment should address student achievement and teacher needs based on research-based criteria (i.e., classroom observation, surveys, recommendations).

## TITLE II SERVICES TO PRIVATE SCHOOL STAFF

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Examples:

- Attend the LEA's professional development offerings.
- Attend conferences related to core academic areas.
- Tuition reimbursement for graduate or undergraduate coursework.
- Provide stipends to teachers and administrators who participated in core academic areas.

## PROFESSIONAL DEVELOPMENT

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- Aligned to the needs assessment
- Evaluated using research-based models
- Related core academic areas only
- Available to all private school educators including teachers and administrators
- Ongoing and secular

## PRIVATE SCHOOL ACTIVITIES

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- Professional development including graduate courses and license advancement to all staff in core academic areas ONLY
- Total number of students ages 5-17 attending the private school within the boundaries of the LEA regardless of their residency and their poverty level.
- Stipends for conference participants.
- Professional development expenses for all private school staff.
- Reasonable professional development supplies.
- Only American citizens and permanent residents may participate.

## PRIVATE SCHOOL STAFF

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Activities	Title II
Who	All
Topics	All core academic areas
Conference fees	Allowed
Participation in Public School PD Events	Allowed
Travel Expenses	Allowed
PI-34	Allowed
Tuition and fees	Allowed

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## Monitoring

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### 3. Research Institutions

Westat (70-100 LEAs) use of Title II November

### 4. Technical Support

40-60 LEAs visited every year to provide technical support in the use of Title II Funds

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## Monitoring

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### 1. ESEA consolidated program monitoring

- 10-20 LEAs every year
- Informed by May-June every year
- Visits October-May

### 2. United States Department of Education

- 25-35 LEAs every year
- Informed in December- January
- Surveys sent in January-April

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## LEA Requirement: 1- Needs Assessment

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### 1. Gather Data

- District-wide teacher/principal data
  - Student Learning and Growth goals, surveys, interviews, focus groups, HQ and beginning/experienced teacher percentages
- District-wide student data
  - State, district, classroom assessments; disaggregated data, attendance, behavioral data

### 2. Analyze Data

- Use of statistical models to monitor student achievement growth and variation over the years using multiple instruments
- Correlate teacher effectiveness to students achievement using multiple models and instruments
- Correlate school achievement to the administrator growth over the years using multiple instruments

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## LEA Requirement: 2 - Professional Development

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- High-quality PD includes activities that: Improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified;
- Are an integral part of broad school- and district-wide educational improvement plans;
- Give teachers and principals the knowledge and skills to help students meet challenging academic standards;
- Improve classroom management skills;
- Are sustained, intensive, and classroom-focused and are not 1-day or short-term workshops;
- Advance teacher understanding of effective instruction strategies that are based on scientifically based research; and
- Are developed with extensive participation of teachers, principals, parents, and administrators

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## Contact Information

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